**Building University-Industry Learning and Development through Innovation and Technology Alliance (BUILD-IT)**

**Classroom Assessment of Student Learning**

**Thursday, 6 September 2018**

**Venue:** VNU-HCMC venue or ASU RO

***Instructors:*** *Dr. Scott Danielson -- Arizona State University*

***Attendees:***  *Division/Department Chairs and leaders, Lecturers*

**Expected Outcomes:** This workshop will develop faculty expertise in active learning appropriate to course learning outcomes and using CATs and DOGs to gain efficient feedback on student learning. Participants will be engaged in devising constructive alignment by matching course learning outcomes and their respective Bloom’s Learning Taxonomy level with teaching methods and the assessment level/tool used to assess student learning. Linkage to using the P-D-C-A (or P-D-S-A) strategy is included.

**KPI:** Directly supports Core Activity 2 **Core** 2; KPI 3, 6, 10, 11

8:45 – 9:00 am **Registration and Networking**

9:00 – 9:15 am **Welcome and Introductions**

9:15 – 9:45 am **Value of Active Learning in Improving Student Learning**

A brief review of the research supporting the use of active learning techniques will be provided.

9:45 – 10:00 am **Review of Bloom’s Taxonomy and its Linkages to Course Learning Outcomes**

Participants will review and apply knowledge related to Bloom’s Taxonomy of Cognitive Learning Domains to writing course learning outcomes and the teaching methods employed to help students learn.

10:00 – 10:20 am **Coffee and Tea** **Break**

10:20 – 10:45 am **Bloom’s Taxonomy Linkages to Course Learning Outcomes continued**

10:45 - 12:00 noon **Course Learning Outcomes, Teaching Activities and Assessment Methods**

Given increasing Bloom’s Level of course learning outcomes, participants will practice selecting student learning activities and an appropriate assessment tool, e.g., implement constructive alignment.

12:00 – 1:30 pm **Lunch**

1:30 – 2:00 pm **Course Learning Outcomes, Teaching Activities and Assessment Methods
 continued**

Given increasing Bloom’s Level of course learning outcomes, participants will practice selecting student learning activities and an appropriate assessment tool, e.g., implement constructive alignment.

2:00 – 3:00 pm **P-D-C-A cycle and Its Application to Improving Teaching**

The PDCA cycle has a straightforward application to teaching and learning. For improving teaching and learning, two types of assessment are needed—formative and summative. CATs and DOGs will be featured as formative and summative assessment tools.

3:00 – 3:15 pm **Coffee and Tea Break**

3:15 – 3:45 pm **Rethinking a Common Summative Assessment Tool**

Many faculty use multiple choice exam questions. Participants will identify Bloom’s level of sample multiple choice exam questions and practice writing questions at different Bloom’s Levels of Cognitive Functioning.

3:45 – 4:00 pm **Questions/Answer**

**Thank you!**